

Maths Governor Questions 2023 – Mrs June Yee (Governor) and Nicola O’Toole (Maths Lead/Assistant Head)

Date of visit 23/03/2023

What is your background as a leader of Maths?

I am part of the National Maths Hub (NCETM) & a Maths Specialist. NCETM are advisers to the Government.

What are the current priorities for Maths in our school?

To improve teaching and learning. EYFS to year 2 - mastering number intervention. KS2, years 3 to 6 - arithmetic sessions.

Curriculum

Is the curriculum designed in such a way that there is clear opportunity for pupils from EYFS to Year 6 to deepen their mathematical understanding?	<i>Progression Documents looked at which is built on a spiral curriculum so that the core areas of maths are revisited and previous knowledge built on.</i>
Is the curriculum designed to give fair weighting to the aims of the National Curriculum?	<i>Full coverage. Books are set out in chapters and the Maths No Problem scheme help to show the priorities as well as the tracking grids.</i>
Is there opportunities to ensure that children have sufficient opportunity to build their automaticity?	<i>Maths sessions are 3 times per week across the school. EYFS – Year 2 use Mastering Number and more recently Key Stage 2 have fluency sessions.</i>
How ready are pupils for each new stage? (Are end of Key Stage (F2/Y2/Y6) skills/knowledge met by children?)	<i>Pupils are tracked after each unit and intervention used, if required.</i>

Do pupils remember the core knowledge needed before moving on?	<i>Part of curriculum and is reviewed regularly in the scheme. Morning Maths used to build success and revisit fluency</i>
How is Maths knowledge/skill planned to be revisited over time?	<i>A spiral curriculum is used. Important sections of maths are revisited. Part of lesson planning. Lesson study approach used to support teachers in connecting the learning that has come before to new step in learning.</i>
Are pupils achieving our ambitious goals?	<i>KS2 results were good last year considering that the percentages were low after covid. We have GL assessments twice a year.</i>
How are pupils who find it most difficult to learn being given the best chances to keep up?	<i>Intervention is used. Use of Mastering Numbers and Rekenrek intervention. One to one and small group sessions are used to support pupils in the week with current concepts.</i>

Pedagogy

Do teaching approaches include high quality instruction, purposeful practice and feedback opportunities?	<i>Maths No Problem pedagogy sets all of this up. The lesson study approach and drop ins supports teachers to improve their own pedagogy</i>
Do pupils have opportunities to connect their learning with what has come before?	<i>Training of teachers from one unit on how to progress to the next by connecting</i>

Assessment

Does assessment check that pupils have learnt the component knowledge of the curriculum?	<i>Regular reviews and tracking by teachers. GL assessments are undertaken twice a year.</i>
How does assessment impact on pupils' learning?	<i>The pupils are assessed but they don't know that they are being assessed by looking at their workbooks and journals. This is through responsive teaching techniques.</i>
How does assessment inform curriculum design and adaptation?	<i>Pupil tracking is looked at so that teachers know at what stage the children are at and then they are taught from that point.</i>

Culture

Does the school have high expectations of what all pupils can learn in Maths?	<i>We must have high expectations. The scheme is a mastery approach so all children work on their next step of learning together and deepen their maths – in this way it is ambitious for all</i>
Do teachers and pupils believe all can achieve in Maths?	<i>We must believe that this can be achieved. Pupil voice reflects this</i>
Are there any other opportunities for Maths learning in the curriculum?	<i>Maths plays an important part in science, DT, Geography and computing.</i>
Is proficiency in Maths celebrated?	<i>It is celebrated in that we have stars of the week and merit cards. Merits are harder to achieve. Competitions are entered and special days organised e.g. NSPCC Number Day</i>

Systems

How well are staff supported in developing their own subject and pedagogical knowledge? What support are non-specialists given?	<i>Staff receive a lot of support and have one to one discussions/training with the subject lead. They plan lessons together, teach and reflect.</i>
How are any other adults teaching Maths being supported to understand the curriculum and promote and deliver inclusive practice?	<i>Teaching assistants also meet with the subject lead. The teaching assistants support one or two pupils in a session.</i>

Policy

How do school wide policies impact Maths?	<i>The policy is to teach maths each day to the pupils. There's ongoing training for teachers.</i>
Do whole-school policies give flexibility to enable a high-quality Maths education?	<i>Maths is considered a high priority subject. Other maths specialists are brought in to assist in the teaching of it.</i>
Is sufficient time allocated to teaching Maths?	<i>Maths is taught each morning including the normal maths sessions and 3 afternoon sessions of 15 minutes each. This means they have more time dedicated to Maths than some other schools as we know this predicts success in other areas of the curriculum.</i>

Further notes: None.